

TEACHING & LEARNING *Matters*



Well, in just under the wire is the Fall 2008 TLA newsletter. As you'll notice, it's a bit thinner than in the recent past.

We're hoping to use the print version to direct your interest and attention to our website, which is richer in content, easy to update, and conserves trees.

For me the Fall semester has involved a steep, often exhilarating learning curve, for which I thank you all. The energy and imagination of the faculty, staff and students at CSUMB are thoroughly inspiring. I've been able to participate in several teaching cooperatives, the work of which is now winding down and will be reported to you in the Spring. We have hosted a couple of very productive workshops. I've gotten to meet individually and in small groups with faculty engaged in enhancing student learning by implementing new teaching practices, gathering student feedback, and systematically assessing student learning. I've worked with departments engaged in program review and with ULR learning communities developing assessment plans. And I've begun networking with faculty development folks in the CSU system, looking for opportunities

to share and collaborate.

Along with all of that, I've also worked closely with many faculty and staff to make plans of the Spring, which you'll find detailed on pages 2 and 3. We're offering teaching cooperatives ranging from integrating writing and quantitative reasoning across the curriculum, to using assessment to support student learning...and others. We also have several workshops coming up. Please consider joining us for one or more of these opportunities to gather together for good conversation and productive activities.

I want to particularly encourage you to join us for the Spring semester kickoff: a TLA party where the theme will be "some really cool teaching stuff for sharing." The TLA will provide wine and cheese and faculty will provide a handout, or a 5-10 minute presentation or a video or a poster – any format that will enable us to see something you're pleased with that others of us might benefit from. Mark your calendar for January 26, 4-6 PM, and let us know what kind of space or technology your contribution will require.

Thank you all for a glorious fall. I hope the semester winds down smoothly and that you have a wonderful break.

Becky Rosenberg

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phone: 831-582-4539
email: tl@csumb.edu

Editor:
Becky Rosenberg
Director, TLA

Managing Editor:
Luana M. Conley
Administrative Support
Coordinator, TLA

Comments, suggestions, and questions about Center programs and related matters are welcome at any time and can be directed to any member of the Advisory Committee.



CALIFORNIA STATE UNIVERSITY
Monterey Bay
 CENTER FOR TEACHING, LEARNING, AND ASSESSMENT

Spring Activities 2009

WE BEGIN THE SPRING WITH A TLA PARTY!

Celebrate Our Teaching: Monday, January 26, 4-6 PM Alumni & Visitors Center.

Please come share something you've found effective in your teaching. The TLA will provide wine and cheese and faculty will provide a handout or a 5-10 minute presentation or a video or a poster—any format that will enable us to see something you're pleased with that others of us might benefit from.

RSVP by January 21 at tla@csumb.edu: Contact the TLA to let us know that you're coming and what you'll be bringing so we can have appropriate space and/or technology available.

Teaching Cooperatives

You can sign up for any of these by visiting <http://tla.csumb.edu/site/x23316.xml> or emailing tla@csumb.edu.

Contact us by December 22 to let us know what teaching cooperative(s) you'd like to join.

Integrating Quantitative Literacy Activities across the Curriculum

How can we better integrate the learning that takes place in mathematics and statistics courses with the application of that learning in majors across the curriculum? In business, science, technology, economics, sociology, history, visual art—in fact, nearly everywhere in the curriculum—students need to understand the use of quantitative data and methods and, often, to create and apply them. By bringing together faculty from across the curriculum, this teaching cooperative will focus on pedagogies that support the development of quantitative literacy and develop assignments that enable students to transfer learning across areas of study. If students from all backgrounds

will have access to all areas of study, this work is critical.

Participants in this cooperative will review some of the literature in this area and will collaboratively develop assignments for their courses and create an archive of assignments for publication on the TLA website. Each participating faculty member will receive a stipend of \$300 following completion of her/his contributions to the archive.

Dialogue as a Classroom Practice: Engaging Students in Deep Conversations about Complex Issues

While we have made great strides in integrating the study of diverse populations and cultural perspectives into the curriculum, many of us still struggle with how to engage ourselves and our students

in interpersonal dialogue around these often sensitive topics. This cooperative will review some of the literature on intergroup dialogue, cooperative argumentation, compassionate listening and related areas to find tools that we can use to create more meaningful and productive discussions in our classes, discussions that will better prepare our students and ourselves for the cultural diversity we encounter daily. We will focus on dialogic practices that build skills in talking across differences, listening deeply, and constructively dealing with conflict. Each participating faculty member will receive a stipend of \$300 following completion of a course (re)design that integrates activities that foster constructive dialogue.

continued on page 3

Spring Activities 2009

Teaching Cooperatives

continued from page 2

Incorporating Writing into Courses across the Curriculum: Theory, Research, and Practices

According to professional literature, educators who incorporate writing into their courses enhance their students' abilities to understand and apply course content. Do you wish that you could incorporate more writing into your courses, but worry about being able to do so responsibly and effectively? The **University Writing Program (UWP)** will offer a Spring Workshop series designed to address these and other Writing across the Curriculum (WAC) pedagogical needs.

During this special series, WAC will be approached from the nationally broad perspective including Writing-In-the Disciplines (WID). Participants will read and discuss seminal essays exploring the field's theories and pedagogies, and will receive hands-on training in sustainable methods of assignment design and assessment. The workshop series will run on an all-day (9:30 AM to 3:00 PM) format for four Fridays, (tentatively 2/2, 3/27, 4/17, and 5/1). The WAC/WID Coop will enrich this year's TLA-UWP sponsored "Enhancing Student Writing" series.

Participants in the WAC/WID Coop will receive a \$400 stipend for active participation in all 4 sessions, completion of preparation for sessions, and collective development of a resource packet for incorporating writing into their current and future courses. Participating will also receive John Bean's *Engaging Ideas*, and numerous handouts as resources. For purpose of effective focused studies and hands-on sessions, the workshop is limited to 12 participants. Course instructors, program coordinators, and department chairs of all disciplines will find the workshop series useful. Please contact UWP x3607 for further information.

Workshops

Workshops Inspired by Peter Elbow:

Responding to and Assessing Student Writing: Monday, February 2, 2-4 PM UC Fireplace Room

Building on Elbow's work and the UWP's recent workshops, we'll be exploring best practices in responding to student writing that enhance student learning and are less time consuming and, therefore, more sustainable. While we'll clarify the boundaries between feedback and grading, we'll also offer some efficiencies in moving from one to the other. Bring with you an assignment you're using along with a couple of samples of student work on that assignment and we'll spend some time modeling approaches.

Facilitators: **Becky Rosenberg** and **Joseph Eng**

Cultivating Academic English from Freshman Year to Capstones: Tuesday, Mar. 3, 4-6 PM UC Fireplace Room

Few students arrive at CSUMB prepared for academic writing. This session will focus on helping faculty identify the literacy skills our students bring with them and moving them toward academic writing.

Facilitators: **Natasha Oehlman** and **Jennifer Fletcher**.



Sign up for coops and workshops by visiting <http://tla.csUMB.edu/site/x23316.xml> or emailing tla@csUMB.edu.

Summaries of Scholarship of Teaching & Learning Travel and Research Grants Academic Year 07-08

Mark DeBeliso, Associate Professor, KIN; **Kent J. Adams**, Associate Professor, KIN; **Patricia Sevene-Adams**, Lecturer, KIN. Co-presented research titled "Metabolic Comparison of a One-Handed Lifting Task with Identical Weight but Different Coupling Factors" and "The Metabolic Stress Experienced by Agricultural Workers During a Typical Day of Labor," in May at the American College of Sports Medicine Annual Meeting, Indianapolis, IN.

John Berteaux, Assistant Professor, HCOM. Co-Presented with Gerald Doppelt in San Diego at The Philosophy of Social Science Roundtable "The Place of Self-Respect in a Theory of Justice."

YoungJoon Byun, Assistant Professor, ITCD. Presented an e-learning program at Kyungpook and Chungbuk Korean Nation Universities: "Professional communication skills for Korean students."

Murray R. Millson, Associate Professor, BUS, and David Wilemon, "Market Dynamism & Competition as NPD Speed/Success Mediators," was presented at the International Society for Professional Innovation Management (ISPIM) conference in Tours, France held in June.

Karen Davis, Lecturer, TAT. Presented "Strains of Resistance: Strategies for Writing Instruction in the Visual/Media Arts" at the 11th Annual CSU Regional Symposium on University Teaching, held at CSU Pomona in April.

Stephanie A. Johnson, Associate Professor, VPA. Attendance at "Introduction to Theater of The Oppressed: Theater Techniques to Address Issues of Equity and Social Justice in the Classroom" workshop at California College of Art, Oakland.

Frances Payne-Adler, Professor, HCOM, gave a presentation titled, "Breaking Down Walls/Bridging Communities: Social Action Writing, A Collaboration," at the "Split This Rock Poetry Festival" in Washington, D.C., the first national conference of poets teaching and writing about social justice.

Sandra Pacheco, Service Learning, presented "Transforming students' conceptions of feminism: The use of service learning to promote social responsibility," in San Diego at the Association for Women in Psychology 2008 Conference, in March 2008.

Johanna Poethig, Associate Professor, VPA. Presented in March at the National Convening and Research Project to advance the field of community arts, "Perspectives on the Teaching of Collaborative Community Arts," at the Maryland Institute College of Art.

Barbara Sayad, Lecturer, KIN "Beyond the Plumbing: Teaching towards Understanding and Healing," at the Society for the Scientific Study of Sexuality, Western Regional Conference, San Diego, in March.

Carolina Serna, Assistant Professor, Teacher Ed, presented with Julia Turner, teacher at Soledad High School to the Northern California College Reading Association Annual Conference in March at Monterey Peninsula College her paper titled, "Metacognitive Strategies That Enhance Student Learning."

Will Shephard, Professor, TAT, conducted a mask workshop at the Rhodopi International Theatre Collective in the town of Smolyan, Bulgaria. The RITC is an organization that promotes practical alternative theatre work between students, teachers, and theatre professionals.

Pat Tinsley McGill, Associate Professor, BUS. At the 11th CSU Regional Symposium on University Teaching held in April at Cal Poly Pomona, Pat presented a poster session entitled "A Motivational Model for Rapid Writing Improvement in Any Discipline," with a focus on improving writing skills of BUS Capstone students.

Bude Su, Assistant Professor, ITCD. Presented "Learner-learner interaction in online learning environment," at the March 2008 Annual Meeting of American Educational Research Association in New York City.

Umi Vaughan, Assistant Professor, HCOM. His project explores the possibilities of interdisciplinary study/teaching by combining oral history, music performance, and ethnography – and brings together HCOM/Africana Studies with Music and Performing Arts.

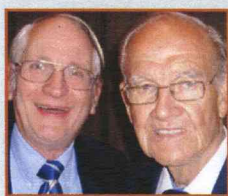
Rob Weisskirch, Associate Professor, LS, co-presented with a student, Daniel Romero (SBS Fall 2007), at the Western Psychological Association (WPA) Annual Conference in Irvine. The title of their presentation was "Early Adolescents' Perceptions of Threat and the Bases of Bullying."

Patricia Whang, Professor, LS, presented "Education Majors reSEARCHing and reACTing for Social Action," at the 2008 Annual Meeting of the American Educational Research Association, in a session titled: "Cultural Beliefs and Situated Experiences: Preservice Teachers' Attitudes Concerning Social Justice Pedagogy."

María Joaquina Villaseñor, Assistant Professor, HCOM. The presentation at the 20th Annual Lilly Conference on College & University Teaching-West held at Cal Poly Pomona University, titled "'She's white: I guarantee it': Teaching and Learning About Race in Higher Education," was the product of a collaboration with Luisa Giulianetti, Assistant Director of the Student Learning Center at the University of California, Berkeley.

Maria Zielina, Professor, WLC. Her research paper was titled, "Cuando las culturas hacen redes y las respuestas tejidos: Wifredo (Chino) Lam y Eduardo Roca Salazar (Choco)," presented at the VIII Jornadas Andinas de Literatura Latinoamericana, in Chile (JALLA 2008). The literal English translation of the title is "When the cultures do networks and the answers webs: Wifredo (Chinese) Lam and Eduardo Rock Salazar (Choco)."

Showcase of Scholarship Activities



David L. Anderson Senator George McGovern was the keynote speaker at his book launch at the University of Kentucky October 2007, for *The War That Never Ends: New Perspectives on the Vietnam War*.

Hope Anderson is continuing to develop interactive online resources for students in her Spanish classes and students at ASAP, where she serves as Language Coordinator.

Kent J. Adams attended the American College of Sports Medicine Annual Alaska Regional Chapter Meeting & Symposium July 2008 with "The Medicine of Bodies in Motion," and has published several refereed papers.

Karen Davis developed a new OLLI course on the history of Iranian Cinema, with emphasis on works produced and directed by Iranian women. Karen is currently teaching a Fall semester OLLI in collaboration with the United Nations Association International Film Festival.

Mark DeBeliso's recently published and presented items include the "Effects of Fatigue on Ground Reaction Forces During Land and Cut Tasks in Female Athletes," and "Metabolic Comparison of a One-Handed Lifting Task with Identical Weight but Different Coupling Factors."

Joseph Eng, Director of UWP and ASAP, is co-editing with several CSU colleagues an assessment book, which explores theories in the field and reports practices among six major CSU campuses (including CSUMB).

Rafael Gómez is the 2008-2010 Resident Director of the CSU International Programs in Spain. This program provides CSU students with the opportunity to study at the Universidad de Granada and the Universidad Complutense de Madrid.

Babita Gupta published a grant report on "Biometrics: Enhancing Security in Organizations" for The IBM Center for The Business of Government, presented two conference proceedings articles, and conducted faculty development sessions and a research seminar.

One of goals of the TLA is to provide forums for sharing the excellent teaching and research of our faculty. In the past, the newsletter has been a medium for making that work public. The pages in this publication are designed to lead you to the full postings on our website. Please visit <http://tla.csumb.edu>.



Leonard Han Lecturer, KIN, directed and performed with the Monterey Bay Lion Dance Team, and presented and co-taught a workshop, "Introduction to Tai Chi - A Health and Wellness Workshop" with Stephanie Taylor M.D. and Cynthia Fels M.Ed.



Ignacio Navarro is new to CSUMB. He's teaching Research Methods and Policy Analysis in the department of Health Human Services & Public Policy. His research interests include applied econometrics, land and housing economics, and local government.

Bill Meyer finds it a useful learning tool to expose his Business Communications class to guests who provide a positive and motivating message, such as Ms. Carolina Garcia, the former Executive Editor of *The Monterey Herald* and David Robles, the CEO of California Interiors.

Murray Millson was appointed to the editorial board of the *Journal of Product Innovation Management* which has been listed among the 10 most prestigious academic management journals by the *Thomas ISI Impact Factor* report.



Johanna Poethig exhibited at the Yerba Buena Center for the Arts "Galleon Trade: Bay Area Now 5 Edition," and was awarded a \$160,000 public art project for Glide Economic Development Corporation.

David A. Reichard gave the keynote address, entitled "Exploring a Vision-driven Scholarship of Teaching and Learning," at the first annual Scholarship of Teaching and Learning Showcase sponsored by the Center for Teaching Excellence at Loyola Marymount University, Los Angeles.

Doug Smith and graduate students Zachary Croyle and Jason Maas-Baldwin have published a paper with the Geological Society of America evaluating the watershed restoration policies in western Tennessee.



Lila Staples, of Visual and Public Art Department, recently curated an exhibition at the .

National Steinbeck Center in Salinas called "Jeffers and Steinbeck: Habitat of Thought."

George Station, lecturer from ITCD and FYS, was part of a team representing the CSU/National Science Foundation Noyce Scholars program at the Summer 2008 STAR (Science Teacher and Researcher) conference at NASA Ames Research Center.

Bude Su and **Cathi Draper-Rodriguez** received the Multidisciplinary Research Opportunity for Women (MRO-W) grant, sponsored by the Computing Research Association Committee on the Status of Women in Computing Research. Funding for this project is provided by the National Science Foundation.

Steve Watkins gave a presentation on the Aquatic Commons at the 34th Annual Conference of the International Association of Aquatic and Marine Science Libraries and Information Centers (IAMSILIC) at the University of the South Pacific in Suva, Fiji.

Maria Zielina, has been selected as one of the 20 international researchers for the project CESLA 2008 - 2011, at the Warsaw University. The project has the general title "América Latina del siglo XXI. Nuevas semblanzas, nuevas estructuras, nuevas identidades; perfiles locales, interamericanos, transatlánticos y globales."

Full reports are available at <http://tla.csumb.edu/site/x22864.xml>

TLA ADVISORY COMMITTEE

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Director, Center for Teaching,
Learning, and Assessment)

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Coordinator)

Brad Barbeau (Assistant
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Kevin Cahill (Assistant
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School of Information
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Communications Design)

Luana Conley (TLA
Administrative Support
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Karen Davis (Lecturer,
Teledramatic Arts and
Technology Department)

Joseph Eng (Professor and
Director, Writing Program &
Academic Skills Achievement
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Pamela Motoike (Associate
Professor, Interim Director, First
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Communications Design)

Mariá Villaseñor
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Division of Humanities and
Communication)

Scott B. Waltz (Assistant
Professor of Social Foundations
of Education, Liberal Studies
Department)

Swarup Wood (Associate
Professor of Chemistry, Science
and Environmental Policy;
Chair, University Learning
Requirements Operations)

TLA Coop Reports Spring 2008

Teaching & Learning with First Year Students

What faculty looked at in their coop:

Barbara Mossberg, Professor and
Chair, Integrated Studies
Students are required to write two
five-page papers, analytical (critical
thinking) and autobiographical
(reflection). How do these – and
how can these – requirements serve
the primary course and program
goals?

Charmaine Scott, former
lecturer, Information Technology and
Communications Design
Defusing Marginalization and Racism
Through Transformational Change
(Transforming Disruptive Behavior
through Introspective Exercises).

Library faculty **Pam Baker**, **Mardi
Chalmers**, and **Jacqui Grallo**
developed a list of FAQs based on
tracking non-library questions at the
library's public service desks.

Terri Wheeler, Lecturer, Liberal
Studies
Our group this semester looked at
what faculty can do to support our
first-year students. We identified
the most crucial needs of first year
students, and they included the
need for nurturing and attention
to the transition from high school
to college, from childhood to
adulthood, and from home to
campus residence.

Social Justice

Purpose: To further develop own teaching practices and to contribute to campus
cross-curricular development of social justice outcomes. Participants defined
outcomes and criteria for best practices in teaching and learning about social
justice, reviewed the literature and gathered data from student work about ways
social justice is taught and learned at CSUMB.

What faculty said about their coop:

Rebecca Bales, Assistant Professor,
Social, Behavioral, and Global Studies
"From the first day of the coop, I was
impressed with all the participants'
eagerness and conviction to create
both a socially just university com-
munity and a socially just world."

Kathryn England-Aytes, Lecturer,
Social, Behavioral, and Global Studies
"The Coop provided an extended
and stimulating dialogue about ways
in which we, at CSUMB, pursue the
building of a social justice community."

Laura Lee Lienk, Interim Director,
Return of the Natives
"The Social Justice Teaching Coop
had goals beyond the personal or the
global struggle for justice; the Coop
had, in my opinion, a very local goal of
resurrecting and making real CSUMB
Vision Statement's commitment to
Social Justice."

Miguel G. López, Assistant Professor of
Multicultural Education
"The Social Justice Teaching
Cooperative has been ... a wonderful
venue to see the commonality that
faculty and staff have for a vision of
social justice. In each instance in which
I participated in the co-op, I felt a
strong sense of "scholarly and creative
activity" taking place."

Normi Burke, Lecturer, Visual and
Public Art Department
"It makes sense to me that Social
Justice Outcomes be officially included
in the core values and stated outcomes
of the university, and I am honored to
have been a part of a co-op /
conversation to begin such an
endeavor."

Paulette Gissendanner, Professor,
Music and Performing Arts Department
"The work of the Colloquium's
members this Spring was a refreshing
breath of air on the possibilities of
process in engaging our students in
the major issues of Social Justice. ...
A good start at making Social Justice
in CSUMB's curriculum as potent as
"living water.""

Myriam Weber, Lecturer, Division of
Science and Environmental Policy
"The Social Justice Teaching
Cooperative introduced me to a
deeper understanding of what
it means to engage in social
justice teaching and learning. The
Cooperative was a collection of
dedicated and informed faculty from
which I learned content, methods, and
application of social justice concepts
in various courses."

Full reports are available at <http://tla.csumb.edu/site/x23300..xml>

Scholarship of Teaching, Learning, & Assessment Grants

TLA Research grants:

Faculty members and faculty groups are invited to apply for research grants (capped at \$750, with the possibility of increasing to \$1,000 if funds are available), providing stipends or to help with expenses related to research that addresses the scholarship of teaching, learning and assessment. The deadline for Spring is February 1, though we will continue to review applications on a rolling basis after that date, while funds are available. Faculty funded for research will be asked to publish a report on their work on the TLA website.

Applications will be reviewed on the basis of:

- quality of the proposal as presented
- relevance and potential contributions to the scholarship of teaching, learning, and assessment
- preference will be given to faculty who did not receive a TLA research grant during 2007-2008 or Fall 2008.

TLA Travel grants:

Faculty members are invited to apply for grants (capped at \$750, with the possibility of increasing to \$1,000 if funds are available) to travel to conferences where they will present on teaching, learning, and assessment. The deadline for applications for Spring travel is February 1. After the deadline, we will review applications on a rolling basis while funds remain. Faculty funded to travel to conferences will be asked to publish their presentation materials on the TLA website. (Application may be made in anticipation of acceptance, but funding will only be approved provisionally, pending acceptance of proposal.)

WRITING CIRCLES

We invite you to form writing circles, ideally with three members each, to meet on a biweekly basis over the semester to share works in progress. I can play matchmaker for those who express interest individually or you may choose to apply as a circle. We'll be looking to create circles that reflect some variety in professional experience (e.g., bringing junior and senior faculty together) and in fields of study (to increase cross-disciplinary connections). The work that circle members bring to their colleagues may be a project or grant proposal, a conference presentation, publication in progress, something in the scholarship of teaching, learning and assessment—anything that allows you to move your work forward and into public form (publication, performance, grant proposal). The commitment is that circle members will bring something new to each meeting (e.g., 3 new pages of an article, substantial revision of a proposal, outline of a conference presentation), which will be shared in and discussed by the group. Circle members will have access to \$300 each for the semester to support their work—e.g., for books, travel, or equipment.

BRING YOUR OWN BROWN BAG GATHERING FOR NEW FACULTY

New and Nearly New

Faculty: If you've arrived at CSUMB since Fall 2006, please check the tla.csumb.edu website for next semester's dates. Faculty who have arrived at CSUMB over the past couple of years have very much valued time together - to get to know each other and to support each other through the challenges and opportunities of the early years.

Noon - 1:30 p.m.

TLA Building 10

Check tla.csumb.edu for dates.

More details and application: <http://tla.csumb.edu/site/x17415.xml>

Closing the Loop: From Learning Outcomes to Substantive Evidence of Student Learning

Friday, January 16, 9 AM to 3 PM

**Tanimura & Antle Family Memorial Library
(Rm 1176 to be confirmed)**

Facilitators: Amy Driscoll (*she's baaack!*) and Swarup Wood

CSUMB has much excellent experience developing learning outcomes, as well as criteria and standards for assessment. It's now time to realize the remaining promise of Outcomes-Based Education (OBE) through collaborative assessment of student performance of learning outcomes and to use what we find about strengths and areas of need to inform revisions to our curricula and pedagogies—i.e., to “close the loop.”

This workshop is open to ALL faculty, the new, the middle rangers and the folks who've been here from day one. All are in a position to contribute and to learn.

A light lunch will be served and a wine and cheese reception will follow.

RSVP to Myrsha Mora (3680)



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CENTER FOR TEACHING, LEARNING, AND ASSESSMENT

Eddy Hogan
Library
Building 12W